IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING BINGO GAMES

(A Classroom Action Research at Seventh Grade Students of SMP Negeri 11 Surakarta in 2014/2015 Academic Year)

By:
Dea Pradita Dyah Ayu Liberty Multi
Ch. Evy Tri Widyahening

ABSTRAK

Tujuan penelitian ini (1) untuk mengetahui apakah permainan Bingo dalam mengajar bahasa inggris dapat meningkatkan penguasaan kosa kata siswa, dan untuk mengetahui peningkatan penguasaan kosa kata ketika permainan Bingo diimplementasikan. Pada riset awal para siswa tidak memiliki kemampuan untuk mendukung penguasaan kosa kata mereka.


Hasil penelitian menunjukan bahwa permainan Bingo sebagai media dapat meningkatkan penguasaan kosa kata siswa. Hasil pre test yaitu 50,35 dan hasil post test I yaitu 64,23. Nilai post test lebih tinggi dari pada nilai pre test dan meningkat menjadi 79,12 pada post test II. Selain itu para siswa merasa lebih senang. Para siswa aktif dan mereka lebih menikmati kelas bahasa inggris. Dari penjelasan di atas dapat disimpulkan bahwa permainan Bingo merupakan metode yang tepat untuk meningkatkan kosa kata siswa.

Kata kunci: penguasaan kosa kata, permainan Bingo, penelitian tindakan kelas.
ABSTRACT


The objectives of the study are (1) to find out whether the use of Bingo Game in teaching English can improve the students’ vocabulary mastery and (2) to find out the improvement of vocabulary mastery when Bingo Game is implemented. In the pre research, the students did not have abilities to support their vocabulary mastery.

The research was conducted at SMPN 11 Surakarta from January to February 2015. The subject of research was the seventh grade students. The total number of students was 34 students; consisting of 16 male students and 18 female. It was a Classroom Action Research. The research took two cycles. Each cycle had four steps: planning, action, observation, and reflection. In collecting the data, the researcher used observation, interview, document, and test. In analyzing the data, the researcher used quantitative and qualitative data analysis.

The result of the research showed that Bingo Game as a Media could improve the students’ vocabulary mastery. The result of pre-test is 50.35 and the result of post-test one is 64.23. The score of post test is higher than pre-test and improved up to 79.12 in post-test two. Besides that, the students feels more fun. The students were active and they were more enjoyed English class.

From the explanation above, it could be concluded that Bingo Game was an appropriate method to improve students’ vocabulary mastery.

Keywords: Vocabulary Mastery, Bingo Game, Media, Classroom Action Research.

INTRODUCTION

In Indonesia English had an important role, especially in education. Therefore, English was considered to be the first foreign language to be taught from elementary school up to university. Foreign English can be used as a language of instruction in the educational unit specific to support the foreign language ability to the learners.
Vocabulary was one of the language components so, it cannot be separated from the four skills in language teaching. According to Thornbury (2002:13), Without grammar very little can be conveyed. Without vocabulary nothing can be conveyed. We should have an adequate vocabulary to improve the four language skills. As the writer concluded that the quality of one’s language skill depends on the quality and the quantity of vocabulary mastered, the more vocabulary he mastered, the easier to develop four language skills (listening, speaking, reading and writing) and learn English as second language generally foreign language The more students master the vocabularies, the easier they understand other skills like reading, writing, listening, and speaking.

In SMPN 11 Surakarta, the minimum score (KKM = Ketuntasan Kriteria Minimal) for English is 7.2. English becomes one of the most important lesson in the Junior High School. But for the seventh grade students especially seventh E class, the score seems too hard to be reached moreover in understanding vocabulary.

The things that cause problems in understanding vocabulary may be seen from three point of view, there were from the students; 1) The students got some difficulties to express their ideas; 2) The students got confused with new English words; 3) The students feel bored easily so they cannot focused with English lesson; 4) Lack of facilities provided by the school; 5) Less precise instructional media used by the teacher educators.

One of the way to solve the problem was the use of game. One of the appropriate game for teaching and learning in vocabulary process was Bingo Game. According to Musmanno (2003:4) that bingo is a familiar game, and bring the excitement of fun in the classroom is a great idea. Bingo Game can build students
word-recognition skills, develop their understanding of grammar concepts, and strengthen their spelling skills. Bingo feels was right on target and in accordance with the character of the students. So, the researcher had a strong belief that Bingo Game could improve students’ vocabulary mastery when teaching learning process held in class VIIE because it was really fun for the students.

This research aims were: (1) To find out whether the use of Bingo Game in teaching English can improve the students’ vocabulary mastery at the seventh grade students of SMP Negeri 11 Surakarta; (2) To find out the improvement of vocabulary mastery when Bingo Game was implemented in teaching learning vocabulary at SMP Negeri 11 Surakarta.

RESEARCH METODOLOGY

This research was conducted in SMP Negeri 11 Surakarta. This school is located at Jl. Sungai Kapuas No. 30 Surakarta. This research was conducted on October 2014 until October 2014 in Academic Year 2014/2015.

The subject of the research was the students of the seventh grades of SMP Negeri 11 Surakarta in Academic Year 2014/2015. In this study, the researcher took one class of the seventh grades of SMP Negeri 11 Surakarta. It was class VII-E. This class consists of 33 students, they were 16 boys and 17 girls. There were some students that had good enough in English Vocabulary Mastery, but the basic of the students from the elementary were different. And the students were not easy to controlled. The students still liked to play, than paid attention to the teacher.

The method used in this research was Classroom Action Research (CAR). There were several definitions of Action Research that were given by some experts. According to Carr and Kemmis (in Burns, 1999:30) states that, Action Research is
simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, the understanding of the practices and the situations in which the practice were carry out.

In this Classroom Action Research the techniques of collecting data were tests and non-tests (observation, interview, documents). The result of the use of Bingo Game could be seen in the tests. The observation was being done by the researcher as the observer.

In this Classroom Action Research the researcher used the simple model of the cyclical nature of the typical Action Research process (Figure 1) based on Kemmis and Mc Taggart (in Burns, 2010:5). Each cycle has four steps: plan, act, observe, and reflect.

![Simple Action Research Model](image)

**Figure 1. Simple Action Research Model by Stephen Kemmis and Taggart (1988: 14)**

In the procedure of Action Research, the researcher took two cycles. Each cycle used six steps, they are: identifying the problem, implementing the action, observing, reflecting, and revising the plan in analyzing the data, the researcher used two technique. They were qualitative and quantitative data analysis in Bingo Game. In Qualitative Data Analysis, the researcher used interactive model by Miles and Huberman. It could be seen from the picture below:
That picture above could be explained as follows: (1) **Data Collection:** Data collection was having collected data, a sub stage follows immediately or co-exists with the collection of the data – the generation of hypothesis. At the end of the data collection stage, not only had collected our data, but also establish a number of hypothesis, construct or categories that begin to explain what was happening in the classroom; (2) **Data Reduction:** Data reduction refers to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appeared in written up field notes. Data reductions process continuous after field work, until a final report was complete; (3) **Data Display:** Display was an organize assembly of information that permits conclusion drawing and action taking. Looking at display help us to understand, what was happening and to done further analysis or action based on the understanding; (4) **Conclusion drawing/ verification:** This activity was the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the
questions at hand. Verification integrally linked to conclusion drawing, entails revisiting the data as necessary to cross-check or verifies these emergent conclusions. In this step, the data which had been displayed and linked was checked again to see systematic patterns and interrelationships between the data. The data were analyzed to make conclusion.

According to Punch (2009:3), Quantitative Data Analysis is quantitative data which were data in the form of numbers (or measurements). Quantitative research was empirical research where the data were in the form of numbers. The score was analyzed using test to prove whether teaching vocabulary mastery through bingo game could overcome the students’ problem in vocabulary mastery or not. It proved the significant differences between the students’ achievement before and after the research. The mean of pre-test and the post-test were calculate with the formula:

\[ \bar{x} = \frac{\sum x}{n} \]
\[ \bar{y} = \frac{\sum y}{n} \]

The mean of the pre-test and the post-test could be calculated with the formula.

<table>
<thead>
<tr>
<th>Where:</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \bar{X} ) = means of pre-test score</td>
</tr>
<tr>
<td>( \bar{Y} ) = means of post-test score</td>
</tr>
<tr>
<td>( N ) = the number of students</td>
</tr>
</tbody>
</table>

Miles, (2000: 107)

b) The t-value can be evaluated with the formula as follows:

\[ t = \frac{D}{\sqrt{\frac{D - \left( \frac{D}{N} \right)}{N(N-1)}}} \]
THE RESULT OF THE RESEARCH

This research was conducted in SMP Negeri 11 Surakarta. This school is located at Jl. Sungai Kapuas No. 30 Surakarta. This research was conducted on October 2014 until October 2014 in Academic Year 2014/2015. In this research, the researcher was helped by the English teacher (Mrs. MC Vivi Novianita, S.Pd.) as a collaborator. The researcher used Bingo Game to improve students’ vocabulary mastery. The researcher took two cycles. Every cycle consisted of two meetings. Cycle one was held in 2nd January up to 5th January 2015. Cycle two was held in 12th January up to 16th January 2015. Every cycle consisted of four steps: (1) Planning the action; (2) Implementing the action; (3) Observing the action; and (4) Reflecting.

Before implementing cycle one, the researcher held pre-test in 22nd December 2014. The mean score of pre-test only 50,35. It was too low, because the minimal score of SMP Negeri 11 Surakarta is 7,2.

In cycle one, there were two meetings. The first meeting was conducted on 2nd January, 2015. The second meeting was conducted on 5th January, 2015. After observing and reflecting the action, the researcher found several strengths and

Where:

\[ t \] = the t-value for non independent (correlated means)

\[ D \] = the difference between the paired scores

\[ \bar{D} \] = the mean of the differences

\[ \Sigma D^2 \] = the sum of squared differences score

\[ N \] = the number of pairs

Ary, Jacobs, and Razavieh, (1979:162)
weaknesses. The strengths were: (1) The students became more active in teaching learning process, and more enthusiast with English lesson. Because the use of Bingo game, the students were interested in the lesson; (2) The students were interested in getting the material because the teaching learning process by using Bingo games and pictures were more interesting to them and easy to be understood; (3) The result of the first post-test was good enough. It could be proved that there was an improvement of the students’ mean score than pre-test. The mean score of the post-test 1 was 64.23. It was higher than the mean score of pre-test 50.35. The weaknesses were: (1) There were several students that played with their friends in the teaching learning process, so it disturb the other students; (2) There were several students that were walking around the class when the researcher explained the lesson, so the other students felt disturbed when they paid attention with the researcher. The researcher ask the students to change the sit chair; (3) The students’ vocabulary mastery was still low. So, the researcher give more stimulus by ask the student talking in English and correct them if it wrong; (4) Eventhough the result of post test 1 more higher than the result of pre-test but still were not achieve the KKM (Ketuntasan Kriteria Minimal) that is 7.2.

From the reflection of the cycle one, the researcher was not satisfied with the result. So, the researcher held cycle two to improve the result. The first meeting held on Monday, 12th January 2015 and the second meeting was on Friday, 16th January 2015. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) The researcher’s explanation of the material was better than in cycle one; (2) The students were more active and confident to express the new vocabularies; (3) The students’ vocabulary mastery was
better in cycle 2 than in cycle 1. That was hard for them to express their ideas; (4) There was improvement in expressing their ideas. The students became more active and enjoy the teaching learning process; (5) The students’ motivation in teaching Learning English was improved. All of the students participated in the class; (6) There was improvement of the post-test 2 as better than before. In cycle 1 (one) the average of the post-test was 64,23 and the result of post-test 2 in this cycle 2 (two) was 79,12. The weaknesses were: (1) Not all the students became an active student. There were still passive students in the class; (2) Some students were careless when they filled the students’ worksheets.

DISCUSSION

In this section, the researcher discussed the student’s improvement in vocabulary mastery.

In the cycle one, the activities did not run smoothly. The researcher found some problems in the teaching learning process. The students was still low in vocabulary. and some students still less in attention to the researcher. In the cycle one, the goal of learning did not achieve as expected by the researcher. The mean score of post-test I only was 64,23.

The researcher held cycle two to improve the result in the cycle one. In this cycle, the researcher change the seat of the students which hard to control to sit in the forward. So the researcher could gave more attention to the students. And in cycle two, the students’ vocabulary mastery was involve. It was better than in cycle one. The students more active and confident to express new vocabuaries. And also, the
students’ motivation in teaching Learning English was improved. All of the students participated in the class.

The result of improvement of the students could be seen on the result table as follows:

**Table 1.5 The table of the result**

<table>
<thead>
<tr>
<th>The Mean of Pre-Test</th>
<th>The Mean of Post-Test 1</th>
<th>The Mean of Post-Test 2</th>
<th>T-value of cycle 1</th>
<th>T-value of cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.35</td>
<td>64.23</td>
<td>79.12</td>
<td>17.13</td>
<td>25.65</td>
</tr>
</tbody>
</table>

The result of pre-test was 50.35 and the result of post-test 1 was 64.23, it showed that there was an improvement. The improvement happened after teaching learning vocabulary using Bingo Game. There was also improvement in cycle 2 that the mean score of students were increased into 79.12. It could be concluded that there was the improvement of the students’ vocabulary mastery using Bingo Game.

Based on the analysis used t-test, the result between pre-test and post test 1 was 17.13. It was consulted in the t-table and the result was that t0 > t1 in significance 5 % (12.59 > 2.042). It meant that there is significance improvement which was described before in the teaching learning vocabulary using Bingo Game in pre-test and post-test 1.

Then the result of analysis used t-test between post-test 1 and post-test 2 was 25.65. It could be concluded that t0 > t1 in significance 5 % (12.94 > 2.042). It meant that there was significance from the teaching learning vocabulary using Bingo Game in post-test 1 and post-test 2.
Bingo Game could increase students’ vocabulary mastery, so they could follow the English lesson in the class easier. It was proven that Bingo Game could improve the students’ vocabulary mastery, actually for the students of VII E in SMP Negeri 11 Surakarta in 2014/2015 academic year.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result on this action research, the researcher concluded that improving vocabulary mastery by using Bingo Game in teaching learning process was successfully, as follow:

1. The use of Bingo Game can improve the students vocabulary mastery in learning English at SMP Negeri 11 Surakarta in 2014/2015 academic year. It could be seen from the students’ achievement in test score. There was an improvement of students’ vocabulary mastery because the mean of post test 1 in cycle 1 (64.23) was higher than the mean of pre test (50.35) and the mean of post test 2 in cycle 2 (79.12) was higher than the mean of post test 1 in cycle 1. It showed that their vocabulary mastery was getting better after using Bingo Game.

2. The using of Bingo Game in teaching learning vocabulary mastery in class VII E did not only improve the students vocabulary but also improve the class spirit and motivation. It could be known by the enthusiasm of the students by getting the ‘Bingo!’ when they did the Bingo Game. And also, the classroom
condition became more spirit, active, and effective in teaching learning process in vocabulary mastery. The students could enjoy with the lesson.

**Suggestion**

Based on the result of the research, the researcher has some suggestions to improve the students’ vocabulary mastery. The suggestions might be useful for the students, the teacher, and the other researchers who were interested in this study were as follows:

1. **To the teacher**

   The teacher should create an enjoyable situation in order to improve the students’s vocabulary mastery in learning English. The students of seventh grade as young learners, still like to play in the classroom. It is better for the teacher to use Bingo Game as a media to increase the students’ motivation in teaching learning vocabulary and she or he can improve students’ vocabulary mastery.

2. **To the students**

   The students should increase more vocabulary by reading the dictionary. The students should realize that vocabulary is the basic important element of English. And also, the students should increase their motivation by learning English. They need to paying attention more to the lesson and the teacher’s explanation. They need to be more active in teaching learning process.
3. To the other researcher

This research studies is about the implementation of ‘Bingo Game’ in improving the vocabulary mastery. This study is one of the efforts to improve students’ achievement and participation in vocabulary. The researcher hopes that the result of study can be used as the additional references for the other researcher and it can gives contribution for teaching learning vocabulary.

BIBLIOGRAPHY


